

University of Alberta
Edmonton



Degrees of Freedom

A STRATEGIC PLAN
FOR THE UNIVERSITY OF ALBERTA
TO THE YEAR 2005

November 1993

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We are one of Canada's largest universities. In 1992-93 we had total revenues of \$548 million, including \$403 million for operating purposes, \$19 million for capital, \$81 million in sponsored research funds, \$25 million for special purposes, and an addition of \$20 million to our endowments, which at year-end totalled \$169 million. We are one of the largest employers in the Province: in 1992-93, the University employed 5,011 full-time staff and 2,792 part-time staff; a further 2,038 staff were employed through trust accounts.

Our faculty include many scholars of international reputation; among them we number 57 members of the Royal Society of Canada, and winners of such prestigious awards as the Steacie Fellowship of the Natural Sciences and Engineering Research Council, the Steacie Award of the National Research Council, the Stockholm Water Prize, and the Albert Einstein World Award of Science, to name only a few. Many of our doctoral programs are distinguished in their fields and many of our graduate students are leaders in the country. For example, when, in 1991, the Natural Sciences and Engineering Research Council began a program of awards for outstanding doctoral graduates, each university was invited to submit the names of just two candidates; in the first year, the University won two of the four awards offered, and one of the four in the second year of the program. Our undergraduate programs are nationally recognized in many areas, and our faculty have won 11 national 3M Teaching Awards.

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Degrees of Freedom was prepared by the Strategic Planning Task Force, and approved by General Faculties Council on October 12, 1993 and by the Board of Governors on November 5, 1993.

UNIVERSITY OF ALBERTA

We are one of Canada's largest and finest universities. In the 1992-93 academic year, the University of Alberta had 25,378 full-time students. In 1991 and 1992 we awarded 249 and 230 doctoral degrees, respectively, the second largest such numbers in the country. In 1992-93 we had total revenues of \$548 million, including \$403 million for operating purposes, \$19 million for capital, \$81 million in sponsored research funds, \$25 million for special purposes, and an addition of \$20 million to our endowments, which at year-end totalled \$169 million. We are one of the largest employers in the Province: in 1992-93, the University employed 5,011 full-time staff and 2,792 part-time staff; a further 2,038 staff were employed through trust accounts.

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DEGREES OF FREEDOM

Very few things in life provide the personal freedom that education does. The better educated you are, the more freedom you have in terms of the personal decisions affecting your life. It is exactly this form of freedom that a university degree provides — freedom to choose the place and focus of your work, freedom to think creatively, freedom to ask and answer questions, freedom to find meaning in your life, freedom to understand the world you live in. Yet, there are a number of independent variables that affect the value of any university degree — the strength of the academic program, the reputation of the university, the abilities of the students, the excellence of the professors, and the quality of the degree holders who have gone before you.

The University of Alberta is committed to providing Degrees of Freedom — degrees that will be acknowledged, across the country and throughout the world, for their value, their excellence, and their ability to meet the needs of students seeking the degree and the communities seeking the degree holders. Our strategic plan identifies those independent variables that contribute to the value of our degrees. As well, we outline actions that we will take in order to influence those variables, thus creating ‘degrees of freedom’.

As we aim to create degrees of freedom, we face many challenges that are common to North American universities, the foremost being to enhance the quality of teaching and research at a time of growing budgetary stringency. As an Albertan university, we face a special challenge related to the demography of our province: projections of student demand for access to university degrees indicate that the growth in Alberta of such demand will be above the average growth in North America.

In approaching these challenges, we believe that we will best serve our students and the people of our province by offering degrees of high national and international distinction. We, therefore, view the central responsibility of our institution as being the preservation of the quality of teaching and research at the University, thus ensuring the quality of our degrees. Moreover, the University of Alberta wishes to be part of the response to the challenge of the increased demand on the Alberta postsecondary system. Given the University’s large size in relation to the system as a whole, it is imperative

that the University play a leading role in meeting the increased demand over the next 15 years. Accordingly, many of the strategic initiatives are directed to the challenge of preserving and enhancing the excellence of our degrees while increasing the number of those degrees over the coming years.

The Report begins with our Mission Statement, that states, in very basic terms, the business of the University — what we do and in what context. This statement is followed by a set of Principles we adhere to in support of our mission. We then define our Vision for the University of Alberta in the year 2005 — what we are striving to become over the next decade. Finally, we outline a series of Strategic Initiatives designed to help us attain our vision.

Mission Statement

The mission of the University of Alberta is to serve our community by the dissemination of knowledge through teaching and the discovery of knowledge through research. The mission will be carried out in a select number of fields and professions, to be determined within the context of a province-wide educational system and based upon the highest national and international standards.

Principles

In support of our mission, we adhere to the following principles:

Excellence

In all our endeavours we seek to achieve excellence as evaluated by national and international standards; our standards for the evaluation of students and staff must reflect that aspiration. We seek continuous improvement in all our academic and support units. We seek challenging opportunities for all in our university community, including students, academic staff, and support staff, and we expect from them a common dedication to the highest levels of achievement and service.

Pursuit of truth

The discovery and the dissemination of knowledge are both integral parts of our institutional mission; neither should be sacrificed in the name of the other.

As part of our commitment to the advancement of knowledge, we preserve an environment of open enquiry and academic freedom in which our faculty and students may speak their minds in pursuit of their scholarly activities.

Scholarship

We are committed to scholarship in the broadest sense and to recognizing the important balance between the discovery and the dissemination of knowledge. We offer learning experiences that require the interaction of teaching and research. Each faculty member is expected to be a scholar; every student is expected to be scholarly in their academic studies.

Selectivity

To achieve excellence with limited means, we take a selective approach to the allocation of resources and the setting of priorities at all levels of the institution. We do not seek to cover all possible fields of study, nor to be all things to all people.

Accountability

We are accountable for the priorities we set, the performance of our staff, the allocation of our resources, and the performance of our institution. We will measure our performance and communicate the results freely inside and outside the University.

Accessibility and cooperation

We are committed to providing access for students to programs of high quality in a supportive, student-centred learning environment. We offer opportunities for lifelong learning. We will pursue cooperation with other postsecondary institutions in the Province, and with the Province's secondary schools, as a vital part of overall system accessibility.

Partnership

In support of our mission, we seek partnerships throughout Alberta, across Canada, and around the world with other educational institutions, business, government, industry, and nonprofit agencies.

Innovation

We are an innovative institution, flexible in our response to changing needs, and creative in seeking new ways to further our mission.

Campus community

We recognize and value the role each individual member of the university community plays in meeting our mission. We seek a campus community in which all individuals are treated with equality and respect and where all may seek to reach their full potential. We are committed to an environment of work and study which is equitable, safe, healthy, and supportive of our mission.

Vision

Our vision is that in 2005 the University of Alberta will be described by the following statements:

The University of Alberta is the leading Canadian university and a major international university in a select number of teaching and research areas. Accordingly, a University of Alberta degree is acknowledged as a respected degree in a variety of areas, the leading degree in Canada in a number of areas, and one of the leading degrees in the world in a few areas.

In a select number of fields and professions, this standing will be recognized by:

- being the university of choice of some of the most qualified undergraduate students in Alberta and in Canada;
- being the university of choice of the best scholars and graduate students in Canada and some of the best scholars and graduate students in the world;
- being the university of choice of employers of university graduates; and,
- being a highly respected university for the discovery and the dissemination of knowledge to local, national, and international communities.

Summary of Strategic Initiatives

These Strategic Initiatives are directed at meeting the needs of our students, attracting and retaining outstanding faculty, and meeting the needs of various communities in a manner consistent with our mission of excellence in the dissemination and discovery of knowledge, all of this dependent on the availability of resources. The 21 initiatives grouped under eight headings, may be summarized as follows:

► Attracting and satisfying outstanding undergraduate students

1. Evaluation of teaching and programs. The University will ensure that the programs we offer are of the best possible quality and that the student experience is both satisfying and rewarding.

2. First-year experience. The University will provide the means by which first-year students can make a successful transition to University life.

3. Delivery of programs and courses. The University will increase the quality, efficiency, effectiveness, and accessibility of our undergraduate courses, in order that increased numbers of students may be well educated.

4. Recruitment of outstanding undergraduate students. The University will attract the very best students to our undergraduate programs through an energetic recruitment program.

► Attracting and satisfying outstanding graduate students

5. Development of strength in graduate education. The University will offer graduate programs only in those areas that can sustain programs of very high quality, and will energetically seek outstanding students to enter those programs.

► Meeting the research needs of the future

6. Accountability of research performance. The University will establish the research criteria to be collected, monitored, and evaluated, upon which resource allocations will be based.

7. Identifying areas of research excellence. The University will identify those areas in which our research meets the highest national and international standards and will take steps to inform Albertans of the benefits this research brings to the Province.

8. Fostering new areas of research. The University will identify the means to foster areas of emerging research at the national or international level that match the expertise and resource capabilities in the University, including particularly opportunities for interdisciplinary research.

► Meeting communities' needs

9. Lifelong learning. The University will play a key role in providing lifelong learning experiences to members of the community.

10. Telecommunications: networking the world. The University will make full use of advances in telecommunications to improve the efficiency with which information is gathered and distributed and courses are offered.

11. Strengthening knowledge transfer. The University will increase the transfer of knowledge to the community and will ensure that the community is kept well informed about the scholarly activities of our staff.

12. International affairs. The University will integrate the international dimension into our teaching and research programs to ensure that our graduates are equipped to play a role on the international scene and that the University develops strong international partnerships.

► **Attracting and retaining outstanding faculty**

13. Academic leadership. The University will make increased efforts to ensure that outstanding candidates are available for appointment as Deans and Chairs.

14. Hiring incentives. The University will energetically seek the necessary resources to attract academic staff of the high quality that is needed to continue to provide an excellent education to students.

15. Faculty performance, expectations, and rewards. The University will be accountable for the quality of faculty performance and will ensure that staff carry out their duties effectively .

► **Responding to enrollment demands of the future**

16. System cooperation and planning for expansion. The University will actively seek to minimize duplication and maximize transferability among postsecondary institutions and will be a full partner in Province-wide institutional planning.

17. The challenge of expansion with limited resources. The University will expand to maintain our current position as the institution awarding more than half the degrees granted by Alberta universities and will vigorously seek the resources necessary to achieve this.

► **Providing high quality support services and facilities**

18. High quality service in support of teaching, learning, and research. The University will take steps to provide staff with the necessary tools and training to enable them to contribute fully and effectively to our mission.

19. Library support and access to extended academic information systems.

The University will become an active partner in regional, national, and international library consortia, while continuing to maintain a strong core collection with a focus on those subject areas identified as academic priorities and centres of excellence.

► Meeting employers' needs

20. Responsive curricula. The University will establish procedures to ensure regular interaction with those who employ our graduates so that our educational programs meet the needs of an ever-changing world.

21. Tracking graduates. The University will maintain reliable statistical information about the success of our graduates as they enter the work force or seek additional education.

Strategic Initiatives

► Attracting and satisfying outstanding undergraduate students

Background

The value of any undergraduate degree awarded by the University of Alberta, as acknowledged by other universities and future employers, is dependent to a large extent on the quality of the students who have successfully completed the degree requirements. If we are to be known for our degrees, we must attract the most qualified students to our educational programs, ensure that they complete their degree requirements, and assist them in achieving the highest levels of achievement in learning.

INITIATIVE 1 Evaluation of teaching and programs

Prospective students seek information about the quality and effectiveness of the University's educational programs before selecting a university or course of study. By demonstrating the quality and effectiveness of our educational programs, we will succeed in attracting the most qualified students to the University of Alberta.

Recommendations

1. Establish a program of exit surveys of all graduating undergraduate students. Results of these surveys will be made public and be used to identify strengths and weaknesses in the education programs.

2. Adopt a policy that includes, as one element in a multifaceted evaluation of teaching, a universal student rating of instruction for all undergraduate courses, including a provision for a summary of results for each course section to be made available to students. The primary purpose of student ratings is to support and enhance good teaching by providing information regarding student responses to instruction.
3. Compile and make public, annually, data on the experience of students who first registered in first-year undergraduate studies five years earlier, showing how many have graduated and how many have left the University, and, where possible, providing the reasons.
4. Report regularly on the national standings of those educational programs that are accredited by an external agency or where national exams are given to graduates of the programs.

INITIATIVE 2 First-year experience

Considerable information demonstrates that students who have been given specific help during their first year at the University of Alberta to enable them to make the best of their University experience are more likely to remain in university and successfully complete their studies. The kinds of experiences that have been found to be of benefit include special offerings for first-year students, cohort programs which group students who share a common set of courses with staff or peer advisors, and effective welcome and orientation activities for new students in the first few weeks of term.

Recommendation

5. Establish a first-year experience program in each Faculty, designed to provide students in their first year at the University of Alberta with information and assistance that will help them make the successful transition to University life.

INITIATIVE 3 Delivery of programs and courses

The University of Alberta is committed to serving its current proportionate share of students within a Province-wide educational system. At the same time, it is important that the institution offer courses and programs of high quality while, at the same time, responding to changing student demand and social needs.

Recommendations

6. Develop alternative combinatory methods of offering undergraduate programs, such as the 1 + 3 model in the Faculty of Business (one year of postsecondary study in Arts or Science followed by three years in Business) and the 2 + 2 model in the Faculty of Education (two years in Arts or Science followed by two years in Education).
7. Develop plans for encouraging an increasing percentage of our Alberta undergraduate students to begin their studies at a transfer college.
8. Devise a system for better allocation of time slots in the teaching timetable in order to facilitate more efficient use of physical resources and allow students a wider choice of hours for scheduling their classes.
9. Consider establishing programs in which a student could earn an undergraduate degree with courses given at night and on weekends.
10. Review the number and mix of courses currently offered at the University of Alberta with the objective of reducing duplication and of eliminating courses which are seldom given or for which there is insufficient student interest.
11. Establish the use of video and computer technology for the delivery of courses on and off campus.

INITIATIVE 4 Recruitment of outstanding undergraduate students

The University of Alberta should be the university of choice of the most qualified undergraduate students in Alberta and some of the most qualified undergraduate students in Canada for the study of a select number of fields and professions. To achieve this goal, active recruitment of outstanding students, provincially and nationally, is required.

Recommendation

12. Establish an aggressive recruitment program targeting the most qualified students in Alberta and some of the most qualified students in Canada. This program should include active identification of qualified students, provision of educational program information, early admission decisions, and attractive scholarship programs.

► Attracting and satisfying outstanding graduate students

Background

There is a growing consensus that Canada's economic prosperity will depend upon investment in research and in the training of those who can do research in the future. As one of the largest universities in the country, the University of Alberta has a mandate to educate the future generation of researchers and scholars. Those with University of Alberta graduate degrees should be able to assume leadership roles in their professional and academic lives. Our commitment to excellence and selectivity requires choices as to which areas of graduate studies will be offered and expanded at the University of Alberta. The University of Alberta aspires to be the university of choice of the best graduate students in Canada and some of the best graduate students in the world, in a select number of fields and professions.

INITIATIVE 5 Development of strength in graduate education

Our ability to recruit and satisfy the best graduate students will depend on our ability to ensure that the graduate degrees we award are really first class. Currently the University of Alberta offers a multitude of graduate education programs. Our aspiration to be truly outstanding and our commitment to selectivity require that we offer graduate programs of high quality. Many graduate programs have been growing in size, and in general their quality has also been increasing. Even so, since we cannot offer graduate programs in every field, we must continue to identify areas of graduate study that have the potential for achieving excellence. By targeting our graduate programs, we will be able to ensure that those programs offered have adequate resources for laboratories, equipment, library acquisitions, computers, graduate scholarships and assistantships and new appointments.

We expect all our departments to support scholars and quality scholarship, whether or not graduate programs exist in the departments. In some cases, scholars in departments with no graduate programs in their areas may be able to contribute to graduate programs in other departments. But, whether this is the case or not, we expect all our academic staff to contribute actively to the scholarship of their fields, thus enhancing their teaching at either the undergraduate or graduate levels. It is our view that for a department to remain viable it must have quality scholarship; it may or may not have a graduate program.

Recommendations

13. Develop a process for evaluating the quality of graduate programs. This evaluation process should include the establishment of an exit survey of all graduating graduate students that would provide information on the quality of courses and graduate supervision. The evaluation findings should form the basis of a review of the suitability, size, and depth of the University's various graduate programs, relative to the research base available for them, with a view to supporting only programs of superior quality.
14. Establish a program of scholarship support for outstanding foreign graduate students to mitigate the effect of differential fees.
15. Establish interdepartmental, interdisciplinary, collaborative efforts for faculty teaching in fields where the University offers an undergraduate program but no graduate program. Initiatives such as adjunct professorial appointments and shared laboratory facilities and library collections should be explored to ensure that students and staff associated with these undergraduate education programs have the benefits of a research environment to support scholarship in their disciplines.

► Meeting the research needs of the future

Background

The University of Alberta is a major research university, contributing through its research activities to the development of the nation's intellectual resources, economic prosperity, and cultural environment. We cannot assume, however, that we will be able to excel in the entire spectrum of research. In order to enhance and strengthen our research reputation and, hence, the value of our research degrees, we must identify those research areas we are known for, nationally and internationally, and determine those research areas we will continue to support and build upon. Because the discovery of new knowledge knows no geographic boundaries, we must be able to attract and retain the brightest, most capable, international scholars in a select number of research fields.

INITIATIVE 6 Accountability of research performance

Given the importance of research to our academic mission and the need to obtain financial support to conduct research, we must increase our efforts to

be accountable for our research performance. Information that highlights the research activities and their impact must be made available to those communities that support the University. In order to develop an adequate source of information, specific criteria for the evaluation of research performance need to be established. Data based on these criteria will be collected, monitored, and evaluated, and used in resource allocation decisions.

Recommendation

16. Establish the research evaluation criteria and data to be collected and monitored and upon which resource allocations will be based. These criteria may vary across units depending on the relevant indicators identified by the various communities within the University.

INITIATIVE 7 Identifying areas of research excellence

Given the diversity of scholarly activity at the University of Alberta, the frequent lack of understanding of and appreciation for the University of Alberta's strengths and accomplishments, and the need to instill a sense of pride in our staff and students as members of the University of Alberta community, the University should identify and publicize the areas of scholarly activity that are truly outstanding. Such identification will permit the University and the various communities it serves to celebrate its many accomplishments as judged by the highest national and international standards.

Recommendation

17. Identify the areas of research within each Faculty that rank among the best in Canada or internationally. Part of the identification process should include establishing the criteria and collecting the evidence used to identify specific areas of research excellence. Develop an appropriate process to validate these assessments.

INITIATIVE 8 Fostering new areas of research

Few of today's problems deal with issues that are easily answered. Questions surrounding problems in health, economics, the environment, illiteracy, and world poverty, to name a few, are complex in nature. Such questions require the integration of several disciplines to adequately address the intricacies of the associated issues. We have an opportunity, as a research-intensive university, to contribute to new areas of fundamental and applied research based on our strengths and on the opportunities to advance knowledge, particularly through initiatives in interdisciplinary research.

Recommendation

18. Identify ways to foster areas of emerging research at the national or international level that match the expertise in the University, including particularly the growing opportunities for interdisciplinary research among Faculties and departments.

► Meeting communities' needs

Background

The University of Alberta's mission is to serve the community by the dissemination of knowledge through teaching and the discovery of knowledge through research. Teaching and research may take many nontraditional forms in response to the needs of a variety of communities, whether local, provincial, national, or international. Our mission may be furthered through such activities as promoting culture, stimulating technology transfer, strengthening the global economy through basic and applied research, and providing highly trained personnel to serve not only Alberta, but Canada and the world as well.

The University sees itself as an integral part of the wider community. Our vision contributes to the visions outlined by the Province of Alberta in *Toward 2000 Together* and in the City's *New Economic Development Strategy for Edmonton*. The University also sees itself as part of an educational and research infrastructure system, linked in a variety of ways to the activities of the Province and of the City. Our goal as an institution is to make a significant contribution to the wider community in which we operate.

INITIATIVE 9 Lifelong learning

The University of Alberta should play a key role in providing access for members of the community to a lifelong learning experience. This experience may take many forms, including public lectures, such as those provided on "Super Saturday" open houses, and access to facilities, expert consultations, auditing of courses, and nondegree course offerings. Because knowledge is not static and learning never ceases, the University needs to enhance our lifelong learning efforts.

Recommendations

19. Review and revise, where appropriate, the current course registration policies to permit increased access of the community to educational course offerings.

20. Develop innovative methods to permit the community increased access to the University.

INITIATIVE 10 Telecommunications: networking the world

The ability of the University to extend our teaching and research mission beyond the borders of our campus is now within the realm of possibility given the development of a Provincial telecommunications network. With such a network, remote geographic regions of the Province, including schools, libraries, industries, and hospitals, could access the University of Alberta through telecommunications. Further, the University of Alberta could be linked to the international community, thereby providing access for our students and faculty to centres of excellence throughout the world. Such an initiative would truly provide new degrees of freedom for the communities we serve.

Recommendation

21. Develop a strategy to ensure that the University of Alberta is networked and ready to access effectively Provincial, national, and international telecommunications networks.

INITIATIVE 11 Strengthening knowledge transfer

The knowledge that is discovered through research at the University of Alberta should be shared openly with the various communities we serve. The transfer of knowledge to these communities may involve activities as diverse as the performance of a play, the sponsorship of public lectures and forums, or the filing of patents and licensing of commercial technologies. If the University of Alberta is to be the university of choice of communities for the discovery and dissemination of knowledge, we must strengthen the bridge between the many communities we serve and enhance our knowledge transfer activities.

Recommendation

22. Encourage and enhance knowledge transfer to various communities.
Indicators of increased knowledge transfer, such as the number of concerts performed or patents filed, will be developed and monitored by the Faculties and reported on an annual basis. Particular interest will be directed to the potential impact of such knowledge transfer on the economies, social services, and cultural life of Edmonton and Alberta to enhance the development of a knowledge-based society.

INITIATIVE 12 International affairs

Given the global nature of the world we live in today, it is becoming increasingly important that the graduates of the University of Alberta be able to play a role on the international scene. No longer is it adequate to think only of Alberta or Canada in terms of preparing our future citizens to cope with the economic, cultural, or political realities of the year 2005. To meet the needs of our local, provincial, national, and international communities, we must ensure that our international “activities” are central to our academic mission, thus being integrated into our teaching and research programs. Educational curricula must be internationalized; the campus must become global in its perspective. University of Alberta students should be educated to appreciate the world in which they live. Research and scholarship, in all areas of endeavour, should be measured by international standards.

Recommendation

23. Review and bring forward a proposal for the coordination and organization of an international orientation at the University of Alberta. Activities that might be included in such a proposal include student exchanges, curriculum development, language and cultural instruction, research exchanges, and economic and industrial initiatives.

► Attracting and retaining outstanding faculty

Background

Our ability to meet our stated vision depends ultimately on the quality of our faculty. In order to achieve excellence in teaching and research, we must be able to attract and keep the most talented academic staff in a broad range of disciplines. Some of the challenges we face in accomplishing this task include: increased competition from other North American universities given that the demand for faculty in many disciplines will far exceed the supply of new PhDs in the next decade; the geographic location of Edmonton; and the increased start-up costs associated with establishing scholars in their fields of study.

INITIATIVE 13 Academic leadership

Deans and Chairs have the responsibility for recruiting, hiring, assigning duties, and rewarding/evaluating academic staff members in their respective Faculties/departments. Academic leadership is absolutely critical as we aim to ensure that the University of Alberta attracts, evaluates appropriately, and retains quality faculty over the next decade.

Recommendation

24. Review the selection and evaluation procedures for Deans and Chairs to improve our ability to attract and retain the most outstanding academic leaders with distinguished records of excellence in teaching and research.

INITIATIVE 14 Hiring incentives

If the University of Alberta is to be the university of choice of some of the best scholars in Canada and the world, resources will be required to support the establishment of the scholarly activity of these individuals. In the case of the natural, engineering, medical, and biological sciences, these start-up costs are substantial and often include the purchase of major laboratory equipment and the provision of qualified support staff. In the humanities, the issue concerns expanding our library acquisitions. The hiring of senior, well-established scholars and academic leaders (Chairs and Deans) will also require additional resources.

Recommendation

25. Identify research start-up funds as an important initiative in the University's private fundraising efforts and as a high priority for the University's portion of the revenue originating from royalties and patent recovery.

INITIATIVE 15 Faculty performance, expectations, and rewards

The ability to optimize an individual's strengths and to reward excellence will become increasingly important as we compete with other North American universities for the limited pool of outstanding scholars. Through the optimal use of academic staff, we will ensure that the strengths of individuals are identified, employed, and appropriately acknowledged. We need to reject an approach which has every faculty member in a department assigned the same number of courses to teach, as though contributions in research were also identical among all faculty. It is essential that each Faculty have standards that ensure tenure and salary and promotion committees are able to identify and reward outstanding performance in teaching and research. Incentive systems to reinforce excellent performance must exist at the levels of the individual and the department/Faculty. Tenure exists only to protect academic freedom. It is a unique privilege that carries with it the responsibility to achieve a high level of performance in teaching and research.

Recommendations

26. Identify the strengths of each faculty member and assign academic responsibilities accordingly, with the understanding that all full-time tenure track faculty members should have a teaching assignment at the undergraduate level. The academic expectations for individual faculty members might vary from year to year, but should be based on the department's needs and the faculty member's abilities. In this regard, the department would be working as a team with each member contributing, through differential teaching and research responsibilities, to a collective productivity.
27. Review Faculty standards for tenure, salary, and promotion to ensure that they are effective in setting and maintaining appropriate expectations of performance. The expectations for tenure and for promotion to the rank of Associate Professor should be such that teaching quality has been well demonstrated and that there is evidence of superior scholarly research. For promotion to the rank of Full Professor, excellence in teaching and a recognized international scholarly reputation in the candidate's chosen field of study must be demonstrated.
28. Continue to scrutinize the increment records of Faculties and reward, through budgetary allocations or differential distribution of the increment pool, those Faculties that are truly rewarding excellence in academic performance.
29. Monitor and report on the annual assessments of the performance of the academic staff. This annual report will include a discussion of the frequency, distribution, and follow-up on unsatisfactory performance ratings of academic staff.

► Responding to enrollment demands of the future

Background

A central challenge for the University of Alberta, and for the Province's entire system of postsecondary education, is the need for expansion during the next decade, at a time when government resources are severely limited. We believe that the University of Alberta should play a major role in meeting the increased demands for access to degree programs during the period to 2005, in a manner which does not weaken our commitment to excellence and to high quality programs.

We do not believe that there is an optimum size for a university, independent of resources. A university of 10,000 students, with resources that are inadequate or poorly utilized, can be mediocre; a university with 40,000 students, with resources that are adequate and well used, can be excellent in fulfilling its mission. Do we inevitably reduce the quality of a University of Alberta degree if we expand our operations with additional resources? We think not, because we will maintain the rigour of our current entrance requirements. Indeed, we think the additional resources which should come with expansion can be used, if allocated wisely, to strengthen areas of excellence at the University. Our access to government grants, and to private donations, will depend in large part on our contribution to expanding advanced education opportunities in the years ahead. We cannot have an outstanding university without the strong support of the people of this province; that support will be based to a large extent on our contribution to helping Albertans meet the accessibility challenge.

Our plan for meeting the challenge of accessibility over the next decade will involve closer cooperation with Alberta's colleges and technical institutes and the use of innovative delivery methods. A growing proportion of students receiving their degrees on the University campus will have taken their first or second year at an Alberta college or institute. There will also be growth in the number of students receiving a University of Alberta degree while studying off campus at a college or institute. Over the coming decade, we will be able to make increasing use of computer and video technology for off-campus delivery at costs which should decline substantially. The creation of a high speed Provincial electronic network for educational and research purposes is vital to the effective use of new technologies for off-campus delivery. The combination of these factors will mean that undergraduate enrollments will grow more quickly in percentage terms at the colleges and institutes than at the University. This growth within the framework of a University of Alberta degree, or a degree program from one of the other established universities, is in our view the best method for combining regional access to degree programs while ensuring that the degree obtained will be recognized throughout Canada and abroad.

A recent document from Advanced Education and Career Development ("High School Graduates and Enrollment Demand to the Year 2005," October 30, 1992) predicts that over the period 1991 to 2005 the number of

18-year-olds in Alberta will increase by 34 per cent, and the number of high school graduates seeking to enter a university degree program (at a university or transfer college) by 50 per cent or more. To illustrate what this might mean, let us suppose that the Province is to meet the increased demand by granting 14,000 degrees in the academic year 2005-06, an increase of 47 per cent over the 1992 number. In 1992, the University of Alberta granted 53 per cent of all undergraduate degrees in the Province; we assume that by 2005-06 we will be granting 50 per cent of all degrees in the Province, that is, 7,000 undergraduate degrees, as compared with the 5,053 we granted in 1991-92.

We need to consider the implications for enrollment and resources at the University of such an increase, because our plans for expansion are contingent on access to resources which will allow us to maintain and enhance the quality of a University of Alberta degree and to build on our strengths in graduate studies and research. With this in mind, we may consider the simulation of degrees, enrollment, and funding set out in Table 1.

With regard to degrees granted, undergraduate degrees increase to 7,000 by 2005-06, one-half the assumed provincial total. We assume strong growth also in our Master's and doctoral degrees, to meet needs in academia and industry. Enrollments grow from 1991-92 to 2005-06 at a rate less rapid than degrees, because we assume an increasing ratio of degrees to enrollment over the period. By 2005-06, total enrollment is simulated to be 36,250.

With regard to operating resources, we believe that the future in this province and elsewhere will see governments shifting public funding from the direct support of university budgets to funding loans for students who are paying tuition costs that are an increasing proportion of total university revenues. We thus assume that in real terms the direct government grant for operating purposes changes little to the year 2005-06, but that a strengthened government loan program allows fees per FTE to double over the period 1991-92 to 2005-06, to the point where they account for 33 per cent of total revenues. We believe that repayment of such loans should be adjusted to the graduate's income, through an income-contingent repayment plan, administered perhaps through the federal income tax.

Operating revenues per FTE show a slight increase to 2005-06. We assume that the capital grant rises gradually after 1992, to allow for expansion and to deal with our deferred maintenance problems; the grant reaches \$60 million

Table 1.**Simulation of degrees, enrollment, and funding to 2005-06**

	1979-80	1991-92	2005-06
Degrees granted			
Undergraduate	4,228	5,053	7,000
Master's	457	710	1,100
Doctoral	167	230	400
Enrollment (FTEs)			
Undergraduate	18,339	24,197	31,000
Master's	1,456	2,159	3,100
Doctoral	749	1,365	2,150
Total	20,544	27,721	36,250
Operating revenue (\$m)			
Grant	257.7	256.5	265.0
Fees	26.3	44.2	137.7
Other	9.4	11.7	15.9
Total	293.4	312.4	418.6
Fees per FTE (\$)	1,280	1,594	3,799
Operating revenue per FTE (\$)	14,282	11,269	11,548
Capital grants (\$m)	53.9	21.2	60.0
Restricted Fund revenue (\$m)	94.5	131.4	185.5

Notes:

The simulations to 2005-2006 are explained in the Supplement to *Degrees of Freedom*.

Enrollment (FTE) counts include Intercession and the Winter session following; revenues are in constant 1992 dollars, corrected by the Canadian Consumer Price Index.

Under Operating Revenue, "Other" consists mainly of investment income earned on balances in University accounts and interfund transfers.

The first value for Restricted Fund revenue is for 1980-81.

Restricted Fund revenue includes Sponsored Research Funds (\$82.7 million in 1991-92), Special Purpose Gifts and Grants (\$27.3 million), and additions to Endowments (\$21.5 million).

by 2005-06, roughly equal to the average of our capital grants for the period 1980 to 1987. Restricted Fund revenue, including sponsored research, special purpose funds, and additions to endowments, grows substantially in real terms to 2005-2006. The simulation suggests that as a percentage of the government operating grant, Restricted Fund revenue will rise from 36 per cent in 1981 to 70 per cent in 2006; achieving this will require a major effort by all those in the university community and by our friends in the external community.

In providing simulations of degrees, enrollment, fees, and funding, we are in no way making a forecast of what will happen over the next 15 years in higher education in our province and at our university. Rather, we are showing that under a plausible set of assumptions about enrollment and funding, it is possible for the University to make a major contribution to meeting the accessibility challenge of the coming years. These issues are discussed in greater detail in a Supplement to this Report, which is available from the University Secretariat upon request.

INITIATIVE 16 System cooperation and planning for expansion

During the current period of fiscal restraint, the issues involved in system restructuring of the undergraduate and graduate educational programs are many and include institutional autonomy, regional aspirations, geographic accessibility, and changing needs of students. The best way to begin addressing these challenging issues is to ask how the needs of future students in Alberta can best be met. It will be necessary that the Province's institutions come together to determine the Province-wide system that will best meet the students' needs within the future resource base.

Recommendation

30. Develop a workable proposal for a formal Province-wide committee to promote system cooperation and restructuring, and to improve course transferability and program coordination, for consideration by the respective Boards and the Minister. This committee should not duplicate the current work done by the Alberta Committee on Admissions and Transfer.

INITIATIVE 17 The challenge of expansion with limited resources

In our drive to attract the best faculty and students, to improve the quality of our programs and research, and to expand enrollments, we will face increasingly severe resource constraints in the coming years. To remain competitive, we will need to place greater reliance on tuition and private funds in our budgets, and to seek a greater volume of contributions from restricted funds (grants, contracts, and other nontraditional sources) in support of particular projects. We will also need to press government to allow for flexibility in tuition, to strengthen the student loan system, and to address our capital needs for deferred maintenance and expansion. Simulations in the Supplement to *Degrees of Freedom* show real student fees per FTE increasing by \$250 per year from 1993 to 1997, and by \$100 per year from 1998 to 2005. Fees as a percentage of operating expenditures increase from 17 per cent in 1992-93 to about 33 per cent in 2005-2006. The University should also provide greater access to full cost-recovery programs in areas where such programs are appropriate.

Recommendations

31. Plan our future expansion on the assumption that in the year 2006, 50 per cent of the undergraduate degrees granted in the Province will come from the University of Alberta.
32. Continue to make representations to the Government for the removal of the present cap on tuition fees which limits fees to 20 per cent of the operating budget, in order to permit the Boards of Governors of Alberta universities to adjust fees at reasonable rates to more appropriate levels. (In 1949-50, tuition and fee revenue represented 33 per cent of the University's total operating revenues. By 1979-80 this figure had fallen to 9 per cent. In 1992-93, tuition and fee revenue increased to 17 per cent.)
33. Continue to make representations and assist the Government to strengthen the Student Loan Fund, including giving serious consideration to income-contingent loan repayments through the federal income tax system.
34. In planning the use of the vacant land on campus, assign top priority to structures to house academic units in support of the future expansion of
35. Seek to increase private support, in part through a major fundraising campaign during the next five years. Faculties will provide plans for their participation in the campaign. Individual faculty members will also be encouraged to seek greater support from outside agencies, including private organizations and granting agencies.

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encouraged to seek greater support from outside agencies, including private organizations and granting agencies.

► **Providing high quality support services and facilities**

Background

The University recognizes that support staff are vital to the achievement of our mission. Excellence in teaching, learning, and research must be supported by a service community that continuously adapts its systems, processes, and behaviours to reflect the needs of those it serves, by well-equipped laboratories and other facilities, and by a rich and extensive academic information base.

INITIATIVE 18 **High quality service in support of teaching, learning, and research**

To provide high quality service in support of teaching, learning, and research, the University must address those matters that bear directly on the ability of staff members to make effective contributions both as individuals and as team members. We must strive to ensure that our staff is given a clear sense of purpose and is equipped to contribute effectively. The University will aim to take a more coherent approach to staff development and training, and will endeavour to provide the appropriate tools and technology to enhance the staff contributions to the University. Behaviour that supports the achievement of key institutional objectives will be recognized and reinforced. Individual units will be required to commit to continuous improvement in the daily affairs of all members of the service community. Certain opportunities can only be pursued in the form of initiatives that cross unit boundaries, and that lead to the transformation of processes and services. Other opportunities are community-wide in scope and impact, and will require active leadership from senior levels of administration.

Recommendations

36. Develop the mechanisms and support systems necessary to promote and enable ongoing programs of continuous improvement in all parts of the service community.
37. Develop the mechanisms necessary to identify opportunities to reorganize services and processes, particularly those that are cross-functional, and provide the support systems that will enable their successful transformation.

38. Identify, and take the steps necessary to achieve, improvements in those human resource management policies and practices that encourage innovation and team approaches, promote improved overall performance, and contribute to healthy staff relations. Particular attention should be paid to staff development initiatives, recognition and reward systems, and problem-solving processes.
39. Move quickly to complete the plan for redevelopment of the University's core administrative information systems. These systems are to be integrated and flexible. The computer systems, and the broader administrative processes of which they are part, are to be re-engineered according to client-driven requirements.

INITIATIVE 19 Library support and access to extended academic information systems

No single university library is today able to meet all of the needs of a large scholarly community. Instead, a university's commitment must be to provide rapid and reliable access to a virtual library of national and international resources, held by libraries far afield which work cooperatively through high speed communications networks and document transmission devices to meet the needs of their academic communities. The complement of this vision of the virtual library is that each participating library has an individual commitment to the excellence of the whole. A library cannot just be a taker from the system; it must be prepared to continue to collect materials in a manner which will make it a desirable and productive partner in the cooperative system; such a collections policy will reflect both the home institution's core needs and the particular areas of excellence to which it has given academic priority.

Recommendations

40. Take steps for the University of Alberta Library to become an active partner in regional, national, and international library consortia and thus provide for the rapid access of Alberta scholars to any needed academic information and materials.
41. While continuing to maintain a strong core collection, focus the Library's intensive collecting on those subject areas which the University has identified as academic priorities and centres of excellence.

42. Recognize the Library's partnering responsibilities in consortia, and maintain its collection in a manner that will contribute significantly to the virtual library, as well as to the service of the Library's immediate clientele.
43. Develop a strong training and support program in information literacy to assist students and faculty in the effective use of the virtual library.

► Meeting employers' needs

Background

The value of any university degree is often measured according to whether it prepares the degree holder to live a personally fulfilling and rewarding life. One indicator of this attribute is the extent to which the university graduate is adequately prepared to contribute significantly to the work force. If the recipients of University of Alberta degrees are to be sought by employers, we must ensure that our educational programs are adequately preparing students to meet the needs of the present and future employers of university graduates.

INITIATIVE 20 Responsive curricula

Curricula in the arts, sciences, and professions should be responsive to the changing world that we live in. Given that the majority of university graduates will make several career changes during their lives, it is important that the educational programs reflect an understanding of the employment challenges and opportunities graduates will encounter. For this reason, the University of Alberta should establish mechanisms to enable ongoing discussions with a variety of employers regarding curriculum development and their level of satisfaction with our graduates as employees.

Recommendations

44. Establish either an Advisory or Visiting Committee in each Faculty to stimulate dialogue and solicit input from the community regarding the appropriateness of the educational preparedness of each Faculty's graduates.
45. Survey employers periodically to determine the degree of satisfaction and level of concerns that employers have with the University of Alberta graduates whom they employ.

INITIATIVE 21 Tracking graduates

Complete information is not currently available regarding the performance of University of Alberta graduates. As an institution, we are unable to report in any meaningful manner on the whereabouts of our graduates. How many of our graduates are employed immediately following graduation in a position of their choice? How many of our graduates seek additional education and what institutions do they attend? How many of our graduates eventually assume leadership positions in their professions? Answers to these questions, and others, will provide valuable information as to the freedom provided by a University of Alberta degree.

Recommendation

46. Develop a system to track and monitor the performance of each Faculty's graduates, within regular time frames, such as one, five, and ten years following graduation.

University of Alberta Strategic Planning Task Force

Dr Paul Davenport	<i>President Chair, Strategic Planning Task Force</i>
Dr John Bertie	<i>Professor, Chemistry</i>
Mr Peter Cahill	<i>Undergraduate student</i>
Mr WD Grace	<i>Member, Board of Governors Managing Partner, Price Waterhouse</i>
Dr AN Kamal	<i>Professor, Physics</i>
Mr Sandy A Mactaggart	<i>Chancellor Chairman, Maclab Enterprises Ltd</i>
Dr W John McDonald	<i>Vice-President (Academic)</i>
Mrs Mary Pemberton	<i>Senate</i>
Dr Martha C Piper	<i>Vice-President (Research)</i>
Ms Pamela Ratner	<i>Graduate student</i>
Mr Harry Schaefer	<i>Chairman of the Board, TransAlta Corporation</i>
Mr Sandy Slator	<i>CEO, Vencap Equities Alberta Ltd</i>
Dr Michele Veeman	<i>Professor, Rural Economy</i>

Supplement to *Degrees of Freedom*

As part of the section above on “Responding to enrollment demands of the future,” reference is made (see pages 20, 21, and 22) to the Supplement to *Degrees of Freedom*, which is available from the University Secretariat.

The Supplement contains historical data and simulations on enrollment and budgets at the University of Alberta from 1980 to 2006, including such variables as the following:

- Degrees, enrollment, FTEs, and weighted FTEs
- The mix of students by level of studies
- New students from Alberta colleges and technical institutes
- Operating revenues, government grants, student fees, and capital grants
- Restricted funds, including Sponsored Research, Special Purpose, and additions to endowments.

The Supplement begins with a description of the assumptions on which the simulations are based, and a discussion of the University’s desire to work in partnership with other postsecondary institutions in the Province in meeting Alberta’s accessibility challenge.

Process and acknowledgements

On May 21, 1991, General Faculties Council approved the terms of reference for a planning task force under the rubric, *Building for Excellence: A Planning Task Force for the University of Alberta*. The terms of reference, which were subsequently approved by the Board of Governors on June 7, 1991, established the following mandate:

To consider the development of the University of Alberta for the next ten years, with particular reference to the evolution of funding and enrollment, support for teaching and research, and the management of University finances and capital assets, in order to fulfill the University's mission of excellence in teaching, research, and community service. The Task Force will operate within the context of (1) the University's Mission Statement, approved in early 1991 by General Faculties Council and the Board of Governors, and (2) the extensive planning efforts which have been undertaken in the past as well as those currently under way by departments, Faculties, and support units.

The Strategic Planning Task Force (SPTF) had the following composition: the President (as Chair); the Vice-President (Academic); four members selected by the Board of Governors, including at least two members from outside the University community who are not members of the Board; one Senate member, elected by the Senate; five members elected by General Faculties Council, including one undergraduate student and one graduate student; one Dean elected by Deans' Council.

The document approved by General Faculties Council on May 21, 1991, and subsequently by the Board of Governors, established the following process of enquiry:

The Task Force will meet with individuals and interested groups from the University and the greater community. Among the first invitations will be those to the associations representing the academic staff, nonacademic staff, graduate students, and undergraduate students. Input will be sought from

alumni groups and meetings will also be arranged with groups representing the greater community. The Task Force will have a modest budget to invite outside experts on strategic planning to particular meetings. An interim draft report, when available, will be circulated publicly for comment. Specific recommendations of the Task Force will be directed to the appropriate Vice-President, and will be approved in the normal manner by the appropriate University governing bodies. The overall plan will be submitted to General Faculties Council and the Board of Governors for approval. The Task Force's efforts will be focused on the University in ten years time, and will not impede consideration of annual budgets or the structural changes proposed from time to time by the Administration. Subject to the above guidelines, the Task Force will decide on its procedures. It is hoped that the Task Force could produce a first draft report by April 1992, and a final report by October 1992.

The attention of the Task Force was directed at five main areas of enquiry, namely, Size, Structure, and Student Mix; Funding Resources; Teaching, Research, and Service; Community Relations; and External Relations.

In the months following the Board's approval of the mandate and terms of reference for the Task Force, the SPTF met on numerous occasions to develop a document, published in May 1992, entitled *Key Issues Facing the University of Alberta*.

The *Key Issues* document was a wide-ranging enquiry into eleven areas of interest to the University. At the same time as the *Key Issues* document was being distributed, the Task Force wrote to selected individuals and advertised in both Edmonton daily newspapers inviting comment on the issues and attendance at meetings with the Task Force. Some 127 groups and individuals submitted briefs, and a number took advantage of the opportunity to attend private and public meetings with the Task Force in May and June 1992.

The Strategic Planning Task Force met with individuals or representatives from the following groups:

May 30, 1992

Association of the Academic Staff

The Deputy Minister, Alberta Advanced Education

Graduate Students' Association

Non-Academic Staff Association

June 1, 1992

Alberta Education, Library Services

Students' Union

Technology, Research & Telecommunications

June 9, 1992

Alberta Medical Association

Edmonton Chamber of Commerce

Institute of Chartered Accountants of Alberta

The Minister of Education

June 10, 1992

Alberta Chamber of Commerce

APEGGA Council

June 29, 1992

Sherritt Gordon Limited

In addition the Task Force met with interested individuals from the general public representing rural and urban communities.

Among the responses received and presentations made to the Task Force, four issues emerged as being of greatest interest to the respondents. These were, in order of importance, the way in which the University should respond to diminishing financial resources; the shape, diversity, and standards of the University's academic programs; the undergraduate learning experience, including particularly the first-year experience; and the importance of attracting and retaining the best staff. The Task Force also repeatedly heard expressions of support for research activity of a quality that gained national and international recognition, and for the notion of the University as a provider of and resource for lifelong learning.

In gauging the interests of the communities served by the University, the Task Force sought and received a large number of written responses and personal presentations. The Task Force is grateful for the effort made by those who expressed their views. This was very helpful in the preparation of a draft of the strategic planning document, published in April 1993 with the title *Degrees of Freedom*. The draft document was accompanied by a Supplement containing forecasts and simulations regarding enrollment and funding; this information remains unchanged.

Comments received by the Task Force, following publication of the draft Report, resulted in a final Report which was approved by General Faculties Council on October 12, 1993 and by the Board of Governors on November 5, 1993.

The Task Force wishes to acknowledge the following individuals who attended meetings in person to convey their thoughts:

Mr K Aberle, Alberta Chamber of Commerce; Mr WH Allan, Alberta International; Ms C Andrews, Alberta Education, Library Services; Dr M Beltrametti, Computing & Network Services; Dr SK Bertram, Library & Information Studies; Mr R Boissonnault, Students' Union, University of Alberta; Dr JA Bour, Faculté Saint-Jean; Mr K Broadfoot, Alberta Technology, Research & Telecommunications; Dr R Burns, Alberta Medical Assoc.; Ms D Conibear, Donalda, Alberta; Dr EB Crown, Faculty of Home Economics; Dr G Dacks, Faculty of Arts; Mr J Dinning, Alberta Education; Mrs L Duncan, Alberta Advanced Education; Dr D Foth, Faculty of Extension; Dr D Fraser, Alberta Medical Assoc.; Mr S Glover, Institute of Chartered Accountants of Alberta; Dr J Hoddinott, Department of Botany; Mr E Ingles, Director, University Libraries; Dr ER Kanasewich, Department of Physics; Mr S Karp, Graduate Students' Assoc. (GSA), University of Alberta; Mr M Kennedy, Students' Union, University of Alberta; Mr J Knebel, Edmonton Chamber of Commerce; Dr JG Marino, Assoc. of the Academic Staff, University of Alberta (AASUA); Mr D Maschmeyer, Sherritt Gordon; Dr E McCoy, Alberta Heritage Foundation for Medical Research; Ms A Moore, Non-Academic Staff Assoc., University of Alberta; Ms B Russell, Edmonton; Mr JL Schlosser, Edmonton; Mr G Smith, Alberta Education, Library Services; Mr D Tupper, International Centre, University of Alberta; Mr G Unger, AASUA; Dr JW Vargo, Faculty of Rehabilitation Medicine; Dr D Weir, International Centre, University of Alberta; Dr G Williams, Assoc. of Professional Engineers, Geologists & Geophysicists of Alberta; Dr DR Wilson, Faculty of Medicine.

The Task Force received many thoughtful comments and helpful suggestions in response to the draft document, *Degrees of Freedom*. On the whole, the reaction to the Report was positive, and most responses concentrated on suggestions for improving it.

As might be expected, some respondents felt that some of the recommendations in the Report were inadequate for meeting the significant challenges the University faces; others felt that the recommendations were too far-reaching. The most striking result was the extent to which the internal and external communities came down on opposite sides in this regard. The external respondents overwhelmingly favoured the general directions of the Report and urged the Task Force to make it even stronger and more focused. On the other hand, most respondents from within the institution liked the overall thrust, but, while some of them indicated that the Report should be stronger, most found that at least some of the recommendations went too far. Several of the responses caused the Task Force to review positions taken originally, in particular with respect to graduate studies and graduate programs, research, the Alberta context, the international dimension, support

staff, the size of the University, the evaluation of teaching, and the principles of excellence and selectivity. There were clearly very different perceptions of the kind of change that has to be accomplished. The Task Force believes that this is the most important finding to come out of the responses, and that it indicates a clear need for more effective communication between the University and the wider community. We appear, at present, to have “two solitudes”, each holding firmly to the belief that the other side is somewhat unrealistic in its expectations. The Task Force feels that the truth lies somewhere in between, and that each side has a great deal to learn from the other.

Another important message was contained in many of the responses from all sectors. This was the urgent need for the development of specific actions to be taken to implement the recommendations of the Report. The Task Force is aware of the need for such a plan, but believes that its role was to define the overall strategic directions for the University, and not to propose a plan for implementation, which is the responsibility of the Administration, with approval and monitoring by the Board of Governors. A related concern was that the draft document appeared to present a top-down approach. This was not what the Task Force had in mind; **implementation of the recommendations in the Report must involve the entire community.** Effective change requires that both the University community and the wider community join together in the work of implementation. It does, however, also require that there be persons responsible for coordinating the work of all who contribute to addressing each recommendation.

The Task Force gratefully acknowledges written responses to the draft document from the following:

External community: Dr D Allan, Lethbridge Community College; Mr E Backstrom, Edmonton; Mr CF Bentley, Edmonton; Mr SR Black, Synergy West Capital Corporation; Mr R Bosetti, Alberta Education; Mr Ken Broadfoot, Broadfoot Enterprises, Edmonton; Mr EE Brownfield, Management Consultants, Edmonton; Mr SJ Glover, Institute of Chartered Accountants of Alberta; Mr J Gogo, MLA; Mr L Goodhope, Alberta Assoc. of Municipal Districts & Counties; Mr G Hiebert, President, Caritas Health Group; Ms KE Ingalls, Alberta Teachers' Assoc.; Dr B Keeler, Edmonton; Mr KR Koop, Fort Saskatchewan; Mr JR Lapointe, Glaxo Canada; Mr G Lock, Northwestern Utilities; Dr S Pisesky, Legal Resource Centre of Alberta; Dr RK Prichard, V-P (Research), McGill University; Mr E Rule, Coopers & Lybrand Consulting Group, Toronto; Mr D Schurman, President, University of Alberta Hospitals; Dr GG Scorgie, North American Baptist College; Mr RS Tenove, ID Engineering Company; Mr RJ Turner, Edmonton; Mr S Wong, Edmonton; Dr TL Wood, President, Mount Royal College, Calgary; Mr D Young, Superintendent of Schools, Grande Cache, Alberta.

Deans & Faculties: Dr J Brown, Business; Dr TL Burton, Physical Education & Recreation; Dr P Clements, Arts; Dr D Foth, Extension; Dr JA Kernahan, Graduate Studies & Research; Dr DT Lynch, Engineering; Dr P Miller, Student Services; Dr RE Moskalyk, Pharmacy; Dr A Neufeld, Nursing;

DATE DUE SLIP

Dr RE Peter, Science; Dr JW Vargo, Religion, Education.

Department Chairs: Dr D Collinson, Er
Holmes, Zoology; Dr ER Kanasewich, P
Dr S Neuman, English; Dr M Prokop, C

University staff: Dr B Abu-Laban, Univ	
Department of Entomology; Dr LE Adl	r
SH Arnold, Comparative Literature & I	Dr
M Beltrametti, Computing & Network	Dr
JR Burton, Medicine; Dr EA Fanning, M	
Chemistry; Dr DB Gilboe, Restorative E	Dr
ogy; Dr H Henein, Mining, Metallurgic	E
Ingles, University Libraries; Dr WR Kau	
RPW Lawson, Electrical Engineering; E	Dr
Osborn, Oral Biology; Dr T Pocklington	
Athletics; Rev R Reimer, U of A Chaplin	;
Dr S Scott, Adult, Career & Technology	Dr
ogy; Dr H Terakura, East Asian Studies	
Unger, AASUA; Dr RC von Borstel, Gei	;
Dr P Woodward, Forest Science.	

Students: Mr G Bawolin, Recreation Ac Bishop, V-P(Academic), Students' Unic tee; Mr M Curry, V-P(Academic), Scien Students' Assoc.; Ms S Krstic, Students' Mr M Weisbart, President, Lister Hall S	tit- gy;
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The Task Force also wishes to provide the information provided by Mr G Harris, Dr LK P

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Dr RE Peter, Science; Dr JW Vargo, Rehabilitation Medicine; Dr DR Wilson, Medicine, Dr H Zingle, Education.

Department Chairs: Dr D Collinson, Endodontics; Dr GR Holland, Restorative Dentistry; Dr JC Holmes, Zoology; Dr ER Kanasewich, Physics; Dr M McMillan, Economics; Dr D Nash, Genetics; Dr S Neuman, English; Dr M Prokop, Germanic Languages; Dr C Schweger, Anthropology.

University staff: Dr B Abu-Laban, University Research Policy Sub-Committee; Academic Staff, Department of Entomology; Dr LE Adkin, Political Science; Mr W Allan, Alberta International; Dr SH Arnold, Comparative Literature & Film Studies; Dr RL Beck, Marketing & Economic Analysis; Dr M Beltrametti, Computing & Network Services; Dr Dr RD Bercov, Chairs' Executive Committee; Dr JR Burton, Medicine; Dr EA Fanning, Medicine; Dr AD Fisher, Anthropology; Dr GR Freeman, Chemistry; Dr DB Gilboe, Restorative Dentistry; Dr RT Harrison, English; Dr BS Heming, Entomology; Dr H Henein, Mining, Metallurgical & Petroleum Engineering; Dr R Hodgetts, Genetics; Mr E Ingles, University Libraries; Dr WR Kaufman, Zoology; Mr G Kayler, Herbert T Coutts Library; Dr RPW Lawson, Electrical Engineering; Dr J MacIntyre, English; Dr BK Mitchell, Entomology; Dr JW Osborn, Oral Biology; Dr T Pocklington, Political Science; Dr T Powrie, Economics; Mr I Reade, Athletics; Rev R Reimer, U of A Chaplains' Assoc; Dr S Rice, Linguistics; Mr M Robb, Public Affairs; Dr S Scott, Adult, Career & Technology Education; Dr K Siminoski, Medicine; Dr RA Sydnie, Sociology; Dr H Terakura, East Asian Studies; Mr F Trehearne & staff, Office of Human Rights; Mr G Unger, AASUA; Dr RC von Borstel, Genetics; Dr FL Weichman, Physics; Dr N Wickenden, History; Dr P Woodward, Forest Science.

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